DOCUMENT RESUME

ED 132 865 FL 008 276

AUTHOR Harber, Jean R., Comp.
TITLE Black English: Its Relationship to Reading. An Annotated Bibliography.
PUB DATE Jul 76
NOTE 59p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Disadvantaged Youth; *English; *Language Research; Language Usage; Language Variation; *Negro Dialects; Nonstandard Dialects; *Reading; Reading Instruction; Reading Tests; Social Dialects; Sociolinguistics; Urban Language
IDENTIFIERS *Black English

ABSTRACT

Much research and writing has been carried out in recent years in an attempt to account for and eliminate, or at least minimize, the poor performance of many Black, lower-socioeconomic status, urban children in our schools. This annotated bibliography lists articles, books, and papers that explore the theoretical frameworks employed to describe the disadvantage or defect these children are suffering, the features of Black English, the effect of dialect interference on children's performance of language and reading tasks, the educational alternatives suggested for teaching reading to Black English-speaking children, and the value of currently available tests for use with Black English-speaking children. No single position is represented in the bibliography, and a deliberate effort was made to include works representative of a wide range of opinions and findings. Because of the point to which knowledge in the field has advanced, many entries may appear to be contradictory to other entires. There are still a great number of unresolved issues in the field of Black English and its relationship to reading. (Author/CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132865

Black English: Its Relationship to Reading

An Annotated bibliography
compiled by
Jean R. Harber
University of Maryland
1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

R0008276

Introduction

Much research and writing has been carried out in recent years in an attempt to account for and eliminate (or at least minimize) the poor performance of many Black, lower-socioeconomic status, urban children in our schools. This annotated bibliography lists articles, books, and papers that explore the theoretical frameworks employed to describe the disadvantage or defect these children are suffering, the features of Black English, the effect of dialect interference on children's performance of language and reading tasks, the educational alternatives suggested for teaching reading to Black English-speaking children, and the value of currently available tests for use with Black English-speaking children.

No single position is represented in the bibliography nor does the compiler agree with all the works listed. A deliberate effort was made to include works representative of a wide range of opinions and findings. Because of the point to which knowledge in the field has advanced, many entries appear to be contradictory to other entries. There are still a great number of unresolved issues in the field of Black English and its relationship to reading.

Learning and the Disadvantaged Child

In order to account for the poor performance of many Black, lower-socioeconomic status children, researchers and educators have attempted to discover from what kind of disadvantage or defect these children are suffering. Several researchers have hypothesized that Black, lower-socioeconomic status children are linguistically inferior to children who speak standard English and have suggested that these children be taught to speak standard English at once and then to read standard English. In contrast, other researchers believe that many urban, Black children speak a structured dialect of English which is linguistically at variance with that which is used and taught in the schools. This difference is believed by some to create an "interference" in the ability of these children to learn to read the standard English taught in the schools.

1. Baratz, J. C., & Povich, E. A. Grammatical construction in the language of the Negro pre-school children. American Speech and Hearing Association Paper, 1967.

Reports on the language development of a group of Black Head Start children. Concludes that the language of these children is not delayed but is somewhat different than standard English.

2. Bereiter, C. Academic instruction and pre-school children. In Language programs for the disadvantaged: The report of the NCTE task force on teaching English to the disadvantaged. Champaign, Illinois: National Council for Teachers of English, 1965.

Discusses the deficit theory and proposes that children who come to school speaking a dialect other than standard English be taught standard English at once.

3. Bereiter, C., & Engelmann, S. Teaching disadvantaged children in pre-school. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

Presents the deficit theory.

4. Bernstein, B. Social structure, language, and learning. Educational Research, 1961, 3, 163-176.

Discusses restricted and elaborated codes.

5. Blank, M., & Solomon, F. A tutorial language program to develop abstract thinking in socially disadvantaged preschool children. Child Development, 1968, 39, 379-389.

Discusses deficit theory.

6. Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Merrill-Palmer Quarterly of Behavior and Development, 1966, 12, 185-219.

Reviews the deficit-deficiency controversy.

7. Cazden, C. B. The situation: A neglected source of social class differences in language use. Journal of Social Issues, 1970, 26, 35 - 39.

Describes the difference theory.

8. Cohen, S. A., & Kornfield, G. S. Oral vocabulary and beginning reading in disadvantaged Black children. Reading Teacher, 1970, 24, 33-38.

States that Black children are not inferior in language structures as compared with whites.

9. Deutsch, M., & Associates. The disadvantaged child. New York: Basic Books, 1967.

Discusses the deficit theory.

10. Garvey, C., & McFarlane, P. A measure of standard English proficiency of inner-city children. American Educational Research Journal, 1970, 7, 29-40.

States that the variation observed in the standard English

proficiency of lower-socioeconomic Black children is primarily a function of inteference from their normal language patterns, rather than a function of differences in academic ability.

11. Goodman, K. S. Dialect barriers to reading comprehension. Elementary English, 1965, 42, 853-860.

States that the more divergence there is between the dialect of the learner and the dialect of learning, the more difficult will be the task of learning to read.

12. Goodman, K. S., & Buck, C. Dialect barriers to reading comprehension revisited. Reading Teacher, 1973, 27, 6-12.

States the opinion that Goodman's (1965) hypothesis (see #11) is untrue, at least as it applies to the range of dialects spoken by white and Black urban Americans. States that the solution to reading problems of divergent speakers lies in changing the attitudes of teachers and writers of instructional programs toward the language of the learners.

13. Hall, W. S., & Freedley, R. O. A developmental investigation of standard and nonstandard English among black and white children. Human Development, 1973, 16, 440-464.

Reports that the rate of improvement on language tasks was the same for Blacks and whites.

14. Houston, S. H. A re-examination of some assumptions about the language of the disadvantaged child. Child Development, 1970, 41, 947-963.

States that modern linguistic and psycholinguistic knowledge casts serious doubts on the deficit theory.

15. Smith, H. Standard or nonstandard: Is there an answer? Elementary English, 1973, 50, 225-233, 241.

Reviews the deficit-difference controversy and describes approaches suggested for working with linguistically different children.

16. Stodolsky, S., and Lesser, G. Learning patterns in the disadvantaged. Harvard Educational Review, 1967, 37, 546-593.

Discusses the difference theory.

17. Vallettuti, P. Language of the mildly mentally retarded: Cognitive deficit or cultural difference? Exceptional Children, 1971, 37, 455-459.

Discusses the difference theory.

Features of Black English

Much research has focused on the features of Black English. It is generally accepted that Black English is a well-ordered, highly structured language system which is different from, but not inferior than, standard English in numerous ways. A speaker of Black English is a person who uses Black English predominantly in his speech. It is known that most, by no means all, Black, lower-class children speak Black English. Furthermore, there is evidence for inter- and intra-speaker variability. Blacks who do speak Black English do not all produce the same number of Black English forms in their speech. One person may produce more standard English forms in his speech than another Black of approximately the same socioeconomic and residential status. Such variation is due, in part, to the age and the sex of the individuals. There is also much reported intra-speaker variability in the forms produced by Black English speakers. Intra-speaker variability is dependent on the social situation the speaker perceives himself to be in.

18. Abrahams, R.D. The advantages of Black English. In J.S. DeStefano (Ed.), Language, society, and education: a profile of Black English. Belmont, California: Wadsworth Publishing, 1973.

Points out it would be asking a great deal to expect lower class blacks to give up their adaptable expressive system that has served them so well.

19. Adler, S. Dialectal differences: Professional and clinical implications. Journal of Speech and Hearing Disorders, 1971, 36, 90-100.

States that the very fact that the differences between standard English and Black English are relatively discrete and subtle may make it very difficult

for the nonstandard speaker to tell which patterns go with which dialect.

20. Bailey, B.L. Toward a new perspective in Negro English dialectology. American Speech, 1965, 40, 171-177.

Lists features of Black English.

21. Baratz, J.C. "Ain't" ain't no error. The Florida FL Reporter, 1971, 9, 39-40; 54.

States that Black English has complex grammatical rules which do not always conform to the rules of standard English.

22. Baratz, J.C., & Baratz, S. S. Negro ghetto culture and urban education: A cultural solution. The Florida FL Reporter, 1969, 7, 13-14; 151.

States the need to recognize Black English as a dialect of English.

23. Bierly, M., & Bean, J. The effect of mode of presentation on the linguistic comprehension of children from different ethnic groups. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1972.

Concludes that their kindergarten and first grade subjects are aurally bidialectal.

24. Blodgett, E.G., & Cooper, E.B. Attitudes of elementary teachers toward Black dialect. Journal of Communication Disorders, 1973, 6, 121-133.

Reports a survey administered to white and Black teachers of elementary school children in Alabama. Results indicate that dialect speaking children were viewed as less intelligent by 50% of white and 25% of Black teachers.

25. Burling, R. English in black and white. New York: Holt Rinehart, & Winston, 1973

Summarizes the major facts known about nonstandard English.

26. Davis, L. Dialect research: Mythology vs. reality. Orbis, 1969, 18, 332-337.

States that regardless of the origin of Black English features, the fact remains that there are two linguistic systems in conflict, not a right one and a wrong one.

27. Cohen, S. A., & Cooper, T. Seven fallacies: Reading retardation and the urban disadvantaged beginning reader. Reading Teacher, 1972, 26, 38-45.

Points out seven fallacies they see in studies of Black children's language.

28. De Stefano, J. S. Black English. In J. S. DeStefano (Ed.), Language, society, and education: A profile of Black English. Belmont, California: Wadsworth Publishing, 1973.

Discusses inter- and intra-speaker variation.

29. De Stefano, J. S. Register: A concept to combat negative teacher attitudes toward Black English. In J. S. De Stefano (Ed.), Language, society, and education: A profile of Black English. Belmont, California: Wadsworth Publishing, 1973.

Reports that the more formal the situation the Black English speaker perceives he is in, the more standard English forms he will be likely to produce.

30. Dillard, J. L. Black English: Its history and usage in the United States. New York: Random House, 1972.

Describes the history and usage of Black English in detail.

31. Fasold, R. W. Tense markings in Black English. Washington, D. C.: Center for Applied Linguistics, 1972.

States that there is a great deal of unity in Black speech in New York, Detroit, and Washington, D. C.

32. Fasold, R. W., & Wolfrom, W. Some linguistic features of Negro dialect. In R. W. Fasold, & R. W. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

States that Negro dialect is a cohesive linguistic system which is substantially different from standard English. It is spoken by some, though not all Blacks, particularly those of the lower socioeconomic classes.

33. Feigenbaum, I. The use of non-standard English in teaching standard: Contrast and comparison. In R. W. Fasold, & R. W. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

States that the criterion for selecting one language or dialect for use in a given situation is appropriateness.

34. Gantt, W. N., Wilson, R. M., & Dayton, C. M. An initial investigation of the relationship between syntactical divergency and the listening comprehension of black children. Reading Research Quarterly, 1974-1975, 10, 193-211.

Reports that Black lower-class subjects produced significantly more nonstandard English syntactical forms when tested by a Black examiner than when tested by a white examiner or Black peers. The Black examiner and Black peers elicited significantly more words from these subjects than the white examiner.

35. Goodman. K. S. Who gave us the right? The English Record, 1971, 21, 91-95.

States that Black, lower-socioeconomic children acquire receptive control over dialects they hear spoken in the community. This gives them a linguistic advantage over their standard English-speaking peers who may never understand any dialect other than their own.

36. Henrie, S. M. A study of verb phrases used by five-year-old non-standard Negro English-speaking children. Mimeographed (Berkeley, California: University of California, June, 1969).

Reports that young Black children command many more standard forms than has usually been acknowledged.

37. Hooper, R. Is deprivation linguistic? Suggested changes for teacher training programs concerned with Black English. Paper presented at the Annual Meeting of the Speech Communication Association, New York, November, 1973.

States that the approach to the study of Black English usage is inadequate because it ignores the socioeconomic status aspects of dialects. Teachers must seek understanding of the various backgrounds and value systems that form the contexts of individual communication situations.

38. Houston, S. A sociolinguistic consideration of the Black English of children in northern Florida. Language, 1969, 45, 599-607.

States that the frequency of standard English features increases when children are in the school setting and when they are being interviewed by an authority figure.

39. Houston, S. H. Black English. Psychology Today, 1973, 6, (10), 45-48.

States that Black English is a variant of standard English and should not be discouraged in the classroom.

40. Jaggar, A. M. The effect of native dialect and written language structure on reading comprehension in Negro and white elementary school children (Doctoral dissertation, New York University, 1971). Dissertation Abstracts International, 1972, 32, 5470 A. (University Microfilms No. 72-11, 461).

Reports that Black third grade children in controlled conditions comprehended and produced many standard structures not produced in spontaneous expression.

41. Kaplan, R. B. On a note of protest (in a minor key): Bidialectism vs. bidialectism. The Florida FL Reporter, 1969, 7, 88; 165.

States that nonstandard dialect represents an economically, not a racially, based problem.

42. Kernan, C. M. Language behavior in a Black urban community. Monographs of the Language-Behavior Laboratory, No. 2. Berkeley: University of California, 1969.

States that the frequency of standard English features increases when the child is role-playing doctor or teacher.

43. Kessler, C. Noun plural absence. In R. W. Fasold (Ed.) Tense markings in Black English. Washington, D. C.: Center for Applied Linguistics, 1972.

States that most deletions of plural markers occurred following consonants.

44. Labov, W. The social stratification of English in New York City. Washington, D. C.: Center for Applied Linguistics, 1966.

Describes New York City speech.

45. Labov, W. The logic of non-standard English. The Florida FL Reporter, 1969, 7, 60-74, 169.

States that non-standard English is a highly structured system. There is no reason to believe that any nonstandard vernacular is in itself an obstacle to learning. The chief problem is ignorance of language on the part of all concerned.

46. Labov, W. Language characteristics: Blacks. In T. D. Horn (Ed.), Reading for the disadvantaged: Problems of linguistically different learners. New York: Harcourt Brace Jovanovich, 1970.

Discusses the features of Black English.

47. Labov, W. Sociolinguistic patterns. Philadelphia: University of Pennsylvania Press, 1972.

States there aren't any bidialectal speakers. Suggests that once a speaker gains good control of a standard language, he loses control of the non-standard vernacular.

48. Labov, W., & Cohen, P. Systematic relations of standard and non-standard rules in the grammar of Negro speakers. Project Literacy Report No. 8. Ithaca, New York: Cornell University, 1967.

States that the more formal the situation the Black English speaker feels he is in, the more standard English forms he will be likely to produce.

49. Levin, H. Dialect problems and learning to read. In R. W. Shuy (Ed.), Social dialects and language learning. Champaign, Illinois: National Council of Teachers of English, 1964.

Suggests that we need separate spelling-to-sound mappings of regional and nonstandard dialects.

50. Levy, B. B., & Cook, H. Dialect proficiency and auditory comprehension in standard and Black nonstandard English. Journal of Speech and Hearing Research, 1973, 16, 642-649.

Suggests that Black lower-class children may be aurally bidialectal.

51. Light, R. L. Some observations concerning Black children's conversations. The English Record, 1971, 21, 155-167.

Suggests that there is an inverse relationship between age and percentage of nonstandard features used.

52. Loflin, M. D. A teaching problem in non-standard Negro English. English Journal, 1967, 56, 1312-1314.

States that Negro nonstandard English is rule- governed.

53. Loflin, M. D. Negro nonstandard and standard English: Same or different deep structure? Orbis, 1969, 18, 74-91.

States that Negro nonstandard English and standard English differ in their deep structures.

54. Malmstrom, J. Dialects - updated. The Florida FL Reporter, 1969, 7, 47-49; 168.

States that teachers must know enough about Black English to make illuminating contrasts with standard English.

55. Marwit, S. J., & Marwit, K. L. Grammatical responses of Negro and Caucasian second graders as a function of standard and nonstandard English presentation. Journal of Educational Psychology, 1973, 65, 187-191.

States that racial differences in language functioning are greater when subjects are tested by a Black examiner than when tested by a white examiner.

56. McDavid, R. I., & McDavid, V. G. The relationship of the speech of American Negroes to the speech of whites. American Speech, 1951, 26, 3-17.

States that vocabulary and phonology are not matters of skin pigmentation, but of the social contacts and economic opportunities of the individual.

57. Mitchell-Kernan C. Language behavior in a Black urban community. Unpublished doctoral dissertation, University of California, Berkeley, 1969.

Reports that lower-class children are capable of comprehending two dialects.

58. New York City Board of Education. Nonstandard dialect. Champaign, Illinois: National Council of Teachers of English, 1967.

Presents a detailed description of the features of Black English.

59. O'Neill, G. J. NNE grammatical items in the speech of Negro elementary school children as correlates of age, grade, and social status. Unpublished doctoral dissertation, University of Southern California, 1972.

Suggests that the school experience tends to reduce the amount of nonstandard dialect interference.

60. Politzer, R. L. Auditory discrimination and the "disadvantaged": Deficit or difference. The English Record, 1971, 21, 174-179.

The difference in performance on auditory discrimination tasks between disadvantaged and nondisadvantaged groups tends to disappear as children progress through school. With increased contact with standard English the child learns just what categorizations he is

supposed to be making.

61. Putnam, G. N., & O'Hern, E. M. The status significance of an isolated urban dialect. Language Dissertation, No. 53, Language, 1960, 31 (4), Whole of Part 2.

Provides evidence that features of nonstandard dialect are negatively evaluated by standard speakers.

62. Ramer, A. L., & Rees, N. S. Selected aspects of the development of English morphology in Black American children of low socioeconomic background. Journal of Speech and Hearing Research, 1973, 16, 569-577.

Reports that the frequency at which Black English forms are used decreases as age increases.

63. Seitz, V. Integrated versus segregated school attendance and immediate recall for standard and nonstandard English. Developmental Psychology, 1975, 11, 217-223.

Reports that Blacks attending an integrated school did better on standard English sentences and poorer on nonstandard English sentences than Blacks attending a segregated school.

64. Sims, R. A psycholinguistic description of miscues generated by selected young readers during the oral reading of task material in Black dialect and standard English (Doctoral dissertation, Wayne State University, 1972). Dissertation Abstracts International, 1972, 33, 2089A, University Microfilms No. 72-28, 487).

States that urban children who speak low-status dialects develop an ability to understand dialects of others in their community. This

means that what they find in print is not as hard to deal with for them as was once thought.

65. Stewart, W. A. Observations (1966) on the problems of defining Negro dialect. The Florida FL Reporter, 1971, 9, 47-49; 57.

States that a person's linguistic competence is largely determined by his region of origin, socioeconomic status, ethnic identity, sex, age, and education. A person's performance within his competence will vary with his role as speaker, his relationship to the person spoken to, the topic, and the situation in which the discourse takes place.

66. Torrey, J. W. Illiteracy in the ghetto. Harvard Educational Review, 1970, 40, 253-259.

States that the attitudes of teachers toward Black English and of dialect speakers toward their teachers' language have affected the social relationships in such a way as to make the education of many children almost impossible.

67. Weber, R. Some reservations on the significance of dialect in the acquisition of reading. In J. A. Figurel (Ed.), Reading goals for the disadvantaged. Newark, Delaware: International Reading Association, 1970.

States that because a child fails to use a certain set of standard English constructions, he does not necessarily fail to understand them.

68. Weener, P. D. Social dialect differences and the recall of verbal messages. Journal of Educational Psychology, 1969, 60, 194-199.

States that the child who is regularly exposed to two dialects may develop bidialectal competence but produce (speak) only one of

the two dialects.

69. Wiggins, A. V. A study of dialect differences in the speech of first grade Negro children in the inner city schools of Cleveland, Ohio (Doctoral dissertation, Indiana University, 1970). Dissertation Abstracts International, 1970, 31, 5682A-5683A. (University Microfilms No. 71-11, 356).

States that there are variations in the individual use of non-standard verb usage among Black children.

70. Williams, F., & Naremore, R. C. On the functional analysis of social class differences in modes of speech. Speech Monographs, 1969, 30, 77-101.

Reports that the frequency of standard English features increases when the interviewer uses only standard English rather than variable speech.

71. Williams, F., & Wood, B. S. Negro Children's speech: Some social class differences in word predictability. Language and Speech, 1970, 13, 141-150.

Reports no evidence to support the notion that Black lower-class children are aurally bidialectal.

72. Wolfram, W. A. A sociolinguistic description of Detroit Negro speech. Washington, D. C.: Center for Applied Linguistics, 1969.

States that the inventory of similarities between standard English and Black English is far greater than the inventory of differences.

73. Wolfram, W. A. Black-white speech differences revisited. Viewpoints, 1971, 47, 27-50.

States that most of the differences between Black speech and white

speech are on a surface rather than an underlying level of language orientation. The inventory of differences is far smaller than the inventory of similarities.

74. Woodworth, W. D., & Salzer, R. T. Black children's speech and teachers' evaluations. Urban Education, 1971, 6, 167-173.

Reports that teachers graded Black students' reports lower than white students' reports.

Language and reading tasks and dialect interference

A vast number of studies have been conducted to determine whether there is evidence of dialect interference when Black children perform a variety of language and reading tasks -- imitation, listening comprehension, oral reading, oral reading comprehension, silent reading comprehension. In general, results have been contradictory, probably due, in part, to differences in subjects tested (age, socioeconomic status, race), and differences in testing procedures (whether subjects were screened to determine their primary dialect, the dialect(s) the tasks are presented in, and the specific features of Black English studied). Black English-speaking children often translate parts of what they read aloud into their own dialect. The important question is does dialect interference, which appears to operate when Black English-speaking children orally read standard English, negatively affect these children's comprehension of the materials they read in standard English.

75. Adler, S. Dialectical differences and learning disorders. Journal of Learning Disabilities, 1972, 5, 344-350.

Reports that in trying to repeat a sentence that is longer than his attention span, the child will reconstruct the auditory message in his own language, as he remembers it, and respond accordingly.

76. Ames, W. S., Rosen, C. L., & Olson, A. V. The effects of non-standard dialect on the oral reading behavior of fourth grade Black children. In C. Brown (Ed.), Language, reading, and the communication process. Newark, Delaware: International Reading Association, 1971.

Reports evidence of dialect interference when Black children read standard English sentences aloud.

77. Anastasiow, N., Shapiro, L., Hoban, D., & Hunter, D. An exploratory study of the language of Black inner-city elementary school children. Unpublished manuscript, Indiana University, Institute for Child Study, 1969.

Examines the extent to which inner city children were able to accurately repeat sentences presented to them in standard English. Results indicate that children transformed portions of the sentences into Black English.

78. Andreacchi, J. Listening comprehension and reading comprehension of Negro dialect speakers in Negro dialect and in standard English. (Doctoral dissertation, Columbia University, 1973). Dissertation Abstracts International, 1973, 34, 2417A. (University Microfilms No. 73-25, 153).

Reports results of a study with Black adolescents in which no evidence of dialect interference was found on listening comprehension tasks.

79. Baratz, J. C. A bi-dialectal task for determining language proficiency in economically disadvantaged Negro children. Child Development, 1969, 40, 889-901.

Examines the performance of Black and white children in sentence repetition tasks in standard English and nonstandard English. The results indicate that Black children did better on the nonstandard sentences and white children did better on the standard sentences.

80. Barritt, L. S. A comparison of the auditory memory performance of Negro and white children from different socioeconomic backgrounds. Paper presented at the meeting of the American Educational Research

Association, Los Angeles, February, 1969.

Suggests that the difficulty which can arise in communication might be most crucial when what is said by a dialect speaker can be confused with another word by a speaker of standard English or vice versa.

81. Bartel, N. R., & Axelrod, J. Nonstandard English usage and reading ability in Black junior high students. Exceptional Children, 1973, 39, 653-655.

Reports a significant relationship between the number of non-standard features in students' spoken language and their level of reading ability.

82. Brown, V. L. Language pattern interference in oral reading of selected urban Negro first-graders (Doctoral dissertation, University of Kansas, 1968). Dissertation Abstracts International, 1968, 29, 1817A. (University Microfilms No. 68-17, 362).

Reports that already established language patterns could interfere with visual attention to the act of oral reading.

83. Dillard, J. L. Negro children's dialect in the inner city. The Florida FL Reporter, 1967, 5, 7-10.

States that we can't allow political problems and matters of race prejudice to stand in the way of serious research.

84. Erwin-Tripp, S. N. Children's sociolinguistic competence and dialect diversity. Early Childhood Education, Seventy-first Yearbook of the National Society for the Study of Education, Part II. Chicago:

University of Chicago Press, 1972.

States that Black English-speaking children learn to comprehend standard English because of wide exposure via radio, television, and school instruction.

85. Fasold, R. W. What can an English teacher do about nonstandard dialect? The English Record, 1971, 21, 82-91.

States that Black English-speaking children gain considerable competence in understanding standard English before beginning school through television and radio. Speakers who start out speaking nonstandard English will learn it, and those who do not, will not, almost independently of what their teachers do.

86. Foreit, K. G., & Donaldson, P. L. Dialect, race, and language proficiency: Another dead heat on the merry-go-round. Child Development, 1971, 42, 1572-1574.

Questions whether the demonstrated ability of Black children to correctly translate standard English into Black English shows that the Black children are not bidialectal (as suggested by Baratz (1969) (see #79).

87. Foster, H. L. Dialect-lexicon and listening comprehension (Doctoral) dissertation, Teachers College, Columbia University, 1969). Dissertation Abstracts International, 1970, 31, 674A-675A. (University Microfilms No. 70-13, 770).

Reports that his tenth grade, Black disadvantaged subjects

scored significantly higher on verbal recall, fluency and flexibility items on a listening comprehension task when the task was presented in Black English than when the task was presented in standard English. There were no significant differences on factual comprehension.

88. Frentz, T. S. Children's comprehension of Standard and Negro Non-standard English sentences. Speech Monographs, 1971, 38, 10-16.

Reports no significant relationship between dialect of user and dialect of sentence. Only considers the third person, present tense verb marker.

89. Genshaft, J. L., & Hirt, M. Language differences between Black children and white children. Developmental Psychology, 1974, 10, 451-456.

Reports that groups of Black and white children, matched for social class and nonverbal intelligence, performed equally well on standard English free-recall situation task, but that the white children performed significantly more poorly than the Black children on the Black English task.

90. Goodman, K. S. Dialect rejection and reading: A response. Reading Research Quarterly, 1970, 5, 600-603.

Criticizes Rystrom's (1970) (see #118) research.

91. Hall, V. C., & Turner, R. R. Comparison of imitation and comprehension scores between two lower-class groups and the effects of

two warm-up conditions on imitation of the same groups. Child Development, 1971, 42, 1735-1750.

Compares the imitation and comprehension performance of lower-class white and lower-class Black kindergarten children. Results indicate no significant differences between the two groups on either task.

92. Hall, V. C., & Turner, R. R. The validity of the "different language explanation" for poor scholastic performance by Black students. Review of Educational Research, 1974, 44, 69-81.

Reports evidence of interference when Black English-speaking child perform standard English reading comprehension tasks.

93. Hall, V. C., Turner, R. R., & Russell, W. Ability of children from four subcultures and two grade levels to imitate and comprehend crucial aspects of standard English: A test of the different language explanation. Journal of Educational Psychology, 1973, 64, 147-158.

Reports no support for interference of Black dialect on standard English listening comprehension tasks.

94. Harber, J. R. The effects of abstract reasoning ability, degree of bidialectism, and grade level on the performance of Black, inner-city children on equivalent reading tasks presented in standard English, Black English standard orthography, and Black English non-standard orthography. Unpublished doctoral dissertation, Temple

University, 1975.

Reports that subjects scored higher on reading tasks presented in Black English standard orthography than on equivalent tasks presented in standard English. Subjects did most poorly on reading tasks presented in Black English nonstandard orthography.

95. Harber, J. R., & Bryen, D. N. Black English and the task of reading. Review of Educational Research, 1976, 46.

Reviews the current state of knowledge and concludes that the relationship between the language characteristics of Black children and reading performance remains unclear.

96. Hockman, C. H. Black dialect reading tests in the urban elementary school. Reading Teacher, 1973, 26, 581-583.

Examines the effect of dialect of presentation on silent reading comprehension of Black and white students. Results indicate that dialect of presentation had no significant effect on test scores.

97. Hooper, P. P., & Powell, E. R. Note on oral comprehension in standard and nonstandard English. Perceptual and Motor Skills, 1971, 33, 34.

Reports that subjects had difficulty translating from standard English to nonstandard English and vice versa.

98. Johnson, K. R. Black dialect shift in oral reading. Journal of Reading, 1975, 18, 535-540.

States that speakers of nonstandard dialects often translate

a reading passage into their own dialect during oral reading. This dialect shift does not affect comprehension.

99. Jones, B. J. A study of oral language comprehension of Black and white, middle and lower class, pre-school children using standard English and Black dialect in Houston, Texas (Doctoral dissertation, University of Houston, 1972). Dissertation Abstracts International, 1973, 33, 3957A-3958A. (University Microfilms No. 73-4318).

Reports that dialect barriers to comprehension do exist. The type and dialect of dialect interference depend upon the structural similarities of the dialects in contact and the individual's adeptness in bidialectal comprehension.

100. Labov, W. Some sources of reading problems for Negro speakers of nonstandard English. In A Frazier (Ed.), New directions in elementary English. Champaign, Illinois: National Council of Teachers of English, 1967.

Suggests that reading comprehension of standard English materials could be more difficult for speakers of nonstandard English than for speakers of standard English.

101. Labov, W., Cohen, P., Robbins, C. & Lewis, J. A study of the nonstandard rules in the grammar of Negro and Puerto Rican speakers in New York City. Report on Co-operative Research Project No. 3288, New York: Columbia University, 1968.

Reports evidence that Black English-speaking individuals translate portions of standard English sentences they are asked to imitate into Black English.

102. Levy, B. K. The oral language of first graders compared to the language of beginning reading texts. In B. E. Cullinan (Ed.), Black dialects and reading, Urbana, Illinois: National Council of Teachers of English, 1974.

Analyzes the vocabulary and structure of three preprimers and compares it to the language of Black, inner-city children. Finds that the two do not match.

103. Liu, S. S. F. An investigation of oral reading miscues made by nonstandard dialect speaking Black children. Abstracted in Reading Research Quarterly, 1975-1976, 11, 193-197.

Reports no support for the assumption that failure in reading of many Black children is primarily due to the structural differences between standard English and Black English.

104. Lively-Weiss, M. A., & Koller, D. E. Selected language characteristics of middle-class and inner-city children. Journal of Communication Disorders, 1973, 6, 293-302.

Reports that Black inner-city children scored more poorly than white middle-class children on standard English tests of morphological and syntactic reflections.

105. McCready, M. A. The effects of phonemic-graphemic correspondence problems upon reading comprehension of Black non-standard speakers of English (Doctoral dissertation, University of Alabama, 1972). Dissertation Abstracts International, 1973, 33, 5604A. (University Microfilms No. 73-8048).

Reports a significant relationship between students' ability to distinguish problem phoemic-graphemic correspondences in silent reading and their ability to do so in oral reading.

106. Melmud, P. J. Black English phonology: The question of reading interference. Monographs of the Language-Behavior Research Laboratory, Berkeley, California: University of California, 1971.

Reports that performance on pronunciation tasts of standard English forms presented in isolation appears to have little relationship to the comprehension of these forms.

107. Nolen, P. S. Reading nonstandard dialect materials: A study at grades two and four. Child Development, 1972, 43, 1092-1097.

Reports no evidence of dialect interference among Black children on silent reading comprehension tasks presented in both standard English and Black English.

108. Osser, H., Wang, M., & Zaid, F. The young child's ability to imitate and comprehend speech: A comparison of two subcultural groups. Child Development, 1969, 40, 1063-1076.

Reports on a study which compared the comprehension and imitation abilities of lower-income Black and middle-income white children. Results indicate that the lower-income Black children repeated sentences with a significantly greater number of errors than the middle-income white children even when results were adjusted to account for dialect differences. Similar results are reported for comprehension.

109. Peisach, E. C. Children's comprehension of teacher and peer speech. Child Development, 1965, 36, 467-480.

Reports that teachers' speech is equally comprehensible to Black and white young children.

110. Peskin, M. E. Interaction of dialect, SES, and ethnicity upon listening and reading comprehension of fifth graders (Doctoral dissertation, Rutgers University, 1973). Dissertation Abstracts International, 1974, 34, 4578A-4579A. (University Microfilms No. 73-32, 232).

Reports differences in performance on listening and reading comprehension tasks presented in standard English between dialect speakers and standard English speakers.

111. Politzer, R. L., & Hoover, M. R. The development of awareness of the Black standard/Black nonstandard dialect contrast among primary school children: A pilot study. Stanford Center for Research and Development in Teaching, R & D Memorandum, No. 83, Stanford

University, 1972.

Reports that the ability to discriminate between standard and nonstandard Black English correlates significantly with reading achievement.

112. Politzer, R. L., Hoover, M. R., & Brown, D. A test of proficiency in Black standard and nonstandard speech. TESOL Quarterly, 1974, 8, 27-35.

Reports an imbalance in favor of nonstandard English and correlates negatively with reading achievement.

113. Ramsey, S. A comparison of first grade Negro dialect speakers' comprehension of standard English and Negro dialect. Elementary English, 1972, 49, 688-696.

Reports that dialect of presentation made no difference in responses to literal questions and little difference in responses to inferential questions.

114. Reiter, A. The possible interference of Black dialect on the comprehension of beginning standard reading materials. (Unpublished master's thesis, Rutgers University, 1974.

Reports no significant difference between Black English-speaking and standard English-speaking third graders on a standard English oral and silent reading comprehension task.

115. Rosen, C. L., & Ames, W. S. Influence of nonstandard dialect on the oral reading behavior of fourth grade Black children under

two stimuli conditions. In J. A. Figurel (Ed.), Better reading in urban schools. Newark, Delaware: International Reading Association, 1972.

Reports evidence of dialect interference when Black children perform oral reading task.

116. Rystrom, R. C. Effects of standard dialect training on Negro first graders being taught to read. Report of Project No. 8-I-053, U. S. Department of Health, Education, and Welfare, 1968.

Reports on a study which attempted to train first graders in standard English forms. Those children who received the training did not score higher in reading achievement than those children who did not receive standard English training.

117. Rystrom, R. C. Testing Negro-standard English dialect differences. Reading Research Quarterly, 1969, 4, 500-511.

Presents the Rystrom Dialect Test which is a sentence repetition task with standard English and nonstandard English forms.

118. Rystrom, R. C. Dialect and reading: A further look. Reading Research Quarterly, 1970, 5, 581-599.

Reports no support for the view that direct training of nonstandard speakers in standard English would increase the reading achievement scores of children who speak nonstandard English.

119. Shuy, R. W. Sociolinguistic strategies for studying urban speech. Viewpoints, 1971, 47, 1-25.

Discusses the effect of dialect on beginning reading experience - how phonology, grammar, and orthography might cause serious interference to the acquisition of reading skills.

120. Shuy, R. W. Some problems in studying Negro/white speech differences. The English Record, 1971, 21, 179-185.

States that problems in studying Negro/white speech differences stem from inadequacies in research design and from our own political and social insensitivities.

121. Simons, H. S. Black dialect, phonology, and word recognition. Journal of Educational Research, 1974, 68, 67-70.

Reports that Black second, third, and fourth grade children did not perform better on word recognition of words which are closer to Black dialect pronunciation (e.g., deaf) than words that are further away from Black dialect pronunciation (e.g., death).

122. Simons, H. D., & Johnsen, K. R. Black English syntax and reading interference. Research in the Teaching of English, 1974, 8, 339-358.

Reports that Black English-speaking second and third graders read standard English talking animal stories as well as they read the Black English versions of these stories.

123. Stern, C., & Gupta, W. Echoic responding of disadvantaged preschool children as a function of type of speech modeled. Journal

of School Psychology, 1970, 8, 24-27.

Reports that white lower-SES children performed better than Black lower-SES children on both forms of the task (standard and nonstandard English).

124. Torrey, J. W. Teaching standard English to speakers of other dialects. Paper presented at the meeting of the Second International Congress of Applied Linguistics, 1969.

Reports that Black second graders could comprehend morphemes which did not seem to occur in their spontaneous speech.

Educational alternatives for teaching reading to Black English-speaking children

Many linguists and educators have suggested a variety of educational alternatives for minimizing the interference of Black English on beginning reading instruction. These alternatives include: dialect-based readers and transition materials to introduce gradually standard English, neutralization of dialect differences, dialect rendering of extant materials, language experience activities, foreign language teaching techniques or some adaptation thereof, teaching standard English before reading instruction is begun, teaching standard English at an age when there is an increasing awareness of the social consequences of nonstandard speech features, and not teaching standard English at all.

125. Allen, V. F. A second dialect is not a foreign language. Monograph Series in Languages and Linguistics, 1969, No. 22.

Discusses the similarities and differences between teaching a second language and teaching a second dialect. States that the differences are greater than the similarities.

126. Bailey, B. L. Language and communicative styles of Afro-American children in the United States. The Florida FL Reporter, 1969, 7, 46, 153.

States that teachers must understand child's behavior and be willing to help the child.

127. Bailey, B. L. Some arguments against the use of dialect readers in initial reading. The Florida FL Reporter, 1970, 8, 8, 47.

Discusses the advantages of teaching children to read in the vernacular, and the use of transitional readers once the children are confident in reading.

129. Baratz, J. C. Teaching reading in an urban Negro school system. In J, C. Baratz, & R. W. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Suggests the use of dialect-based readers and transition texts in teaching beginning reading to Black inner-city children.

130. Baratz, J. C. Who should do what to whom . . . and why? The Florida FL Reporter, 1969, 7, 75-77, 158-159.

States that standard English should be taught to Black children by someone who is competent to teach it (regardless of the race of the teacher).

131. Baratz, J. C. Beginning reading for speakers of divergent dialects. In J. A. Figurel (Ed.), Reading goals for the disadvantaged. Newark, Delaware: International Reading Association, 1970.

Contends that beginning reading materials should be presented in the child's language system.

132. Baratz, J. C. Should Black children learn white dialect? American Speech and Hearing Association, 1970, 12, 415-417.

Suggests initial reading instruction in child's dialect and later, with the aid of transition texts which teach the child the differences between this dialect and standard English, shift to

standard English texts.

133. Baratz, J. C. The relationship of Black English to reading: A review of research. In J. Laffey, & R. Shuy (Eds.), Language differences: Do they interfere? Newark, Delaware: International Reading Association, 1973.

States that when the educational problem becomes desperate enough, dialect readers will become acceptable.

134. Baratz, J. C. A cultural model for understanding Black Americans. In B. E. Cullinan (Ed.), Black dialects and reading. Urbana, Illinois: National Council of Teachers of English, 1974.

States that our educational system must build on the education that has gone on before the child enters the formal school setting.

135. Baratz, J. C., & Stewart, W. A. Ollie. Friends. Old Tales. (Experimental Eds.) Washington, D. C.: Education Study Center, 1970.

Texts written in approximation of Black speech and parallel versions in standard English.

136. Barrett, L. S. Should the school try to change the non-standard speech of children? In J. Griffith, & L. E. Miner (Eds.), The second and third Lincolnland Conferences on dialectology. University, Alabama: University of Alabama Press, 1972.

Answers the question negatively.

137. Brengelman, F. H. Dialect and the teaching of spelling. Research in the Teaching of English, 1970, 4, 129-138.

Suggests that early vocabulary words should be drawn from the word stock common to all dialects of English (or from the child's dialect).

138. Burling, R. Standard colloquial and standard written English: Some implications for teaching literacy to nonstandard speakers. The Florida FL Reporter, 1970, 8, 9-15, 47.

States that difficulties faced by a nonstandard speaker in becoming literate lie less in the peculiar nature of his native dialect than in the attitude of his teachers toward that dialect.

139. Carroll, W. S., & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, 1967, 1, 31-40.

States that second-language teaching methods are applicable to second-dialect teaching, but some adaptation is necessary.

140. Caselli, R. Keep to standard English. The Elementary School Journal, 1970, 71, 86-89.

States that nonstandard speech has a system and discovering that system is the key to effectiveness in teaching minority learners. Junior high school age may be soon enough to teach formal standard English.

141. Cazden, C. B., Bryant, B. H., & Tillman, M. A. Making it and going home: The attitudes of Black people toward language education. Lincolnland Conference on Dialectology, 1970, 3, 307-325.

States that Black parents are often opposed to any use of

nonstandard speech patterns in schools.

142. Cramer, R. L. Dialectology - A behavior to be considered in teaching children to read. Paper presented at the meeting of the International Reading Association Conference, Anaheim, California, May, 1970.

Suggests the use of the language experience approach in initial reading instruction.

143. Cromack, R. E. The functional nature of social dialects: Social change and the teaching of Black English. The English Record, 1971, 21, 74-82.

States that to successfully teach a second dialect, the teacher must (1) establish rapport with the students, (2) respect of richness of the language and culture of the students, and (3) take the attitude that there is no dichotomy "right or wrong" to parallel that of "standard-nonstandard."

144. Crystal, D. On Beryl L. Bailey on Negro dialect readers. The Florida FL Reporter, 1971, 9, 44, 46.

States that dialect readers must be made if Black children are to be given a maximum opportunity to learn to read.

145. Cullinan, B. E., Jaggar, A. M., & Strickland, D. S. Language expanaion for Black children in the primary grades: A research report. Young Children, 1974, 29, 98-112.

Reports that language experience activities at kindergarten level improves Black children's linguistic competence, and, in turn, their productive control over standard English.

146. Davis, A. Teaching language and reading to disadvantaged Negro children. Elementary English, 1965, 42, 791-797.

States that Black English-speaking children should not be taught to read in their own dialect.

147. Davis, A. Dialect research and the needs of the schools. Elementary English, 1968, 45, 558-560; 608.

States that aural understanding must precede oral practice and oral practice must precede reading and writing practice.

148. Davis, O., Gladney, M., & Leaverton, L. Psycholinguistic Reading Series. Chicago: Board of Education, 1968.

Dialect - based texts.

149. Dillard, J. L. How to tell the bandits from the good guys or, what dialect to teach? The Florida FL Reporter, 1969, 7, 84-85; 162.

States we need to determine which dialects are most useful for educational and other purposes.

150. Donelson, K. L. Teaching standard English as an alternative dialect. Arizona English Bulletin, 1969, 12, 11-16.

States that teachers must accept and understand their children's dialect.

151. Douglass, M. P. The development of teaching materials for cultural pluralism: The problem of literacy. In M. D. Stent, W. R. Harard, & H. N. Rivlin (Eds.), Cultural pluralism in education: A mandate for change. New York: Appleton-Century-Crofts, 1973.

States that special materials are not called for in the case of the Black English-speaking child. Where emphasis is upon meaning rather than upon the ability to identify individual words, the Black English-speaking child makes his own substitutions or omissions when there is a conflict between his dialect and that of the printed page.

152. Erwin-Tripp, S. M. Reading as second language learning. In M. P. Douglass (Ed.), Claremont Reading Conference, Thirty-Seventh Yearbook (Reading between and beyond the lines). Claremont, California. The Claremont Reading Conference, 1973.

States that children can learn to read very easily in their dominant language and should.

153. Eskey, D. E. The case of the standard language. Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages, San Juan, Puerto Rico, May, 1973.

States that we should teach standard English because it is the language of educated English speakers, not because it is the language of the rich and powerful.

154. Fasold, R. W. Orthography in reading materials for Black English-speaking children. In J. C. Baratz, & R. W. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Concludes that conventional English orthography is as adequate for Black English speakers as it is for standard English speakers.

155. Feigenbaum, I. Using foreign language methodology to teach standard English: Evaluation and adaptation. The Florida FL Reporter, 1969, 7, 116-122; 156-157.

Discusses the need to critically examine foreign language methodology before accepting it as an appropriate means of teaching standard English to dialect speakers.

156. Figurel, J. A. Language patterns of the disadvantaged beginning reader. In J. A. Figurel (Ed.), Reading and realism. Newark, Delaware: International Reading Association, 1969.

Suggests beginning reading instruction using the dialectal patterns of Black English-speaking children through use of language experience activities.

157. Finocchiaro, M. Teaching English to speakers of other languages: Problems and priorities. The English Record, 1971, 21, 39-47.

Questions the advisability of beginning readers written in Black English.

158. Foster, H. L. Ribbin', jivin', and playin' the dozens: The

unrecognized dilemma of inner city schools. Cambridge, Massachusetts: Ballinger Publishing, 1974.

States three reasons why we have not been able to educate more urban Black children: (1) institutionalized white racism, (2) fear people have of exhibiting unfamiliar and different life styles, and (3) rigid adherence to wrong set of rules in teaching inner-city children.

159. Gladney, M. R., & Leaverton, L. A model for teaching standard English to non-standard English speakers. Elementary English, 1968, 45, 758-763.

Describes a program which attempted to teach primary school children the difference between everyday talk and school talk.

160. Harris, A. J., & Serwer, B. L. Company reading approaches in first grade teaching with disadvantaged children. Reading Teacher, 1966, 19, 631-635; 642.

Discusses the relative effectiveness of two major approaches to teaching reading to disadvantaged urban youth.

161. Hess, K. M., & Maxwell, J. C. What to do about nonstandard dialects: A review of the literature. Minneapolis: Upper Midwest Regional Educational Lab, 1969.

States that it is the responsibility of the schools to recognize and accept a variety of English dialects.

162. Hoffman, M. L. Bi-dialectism is not the linguistics of white supremacy: Sense versus sensibilities. The English Record, 1971 21, 95-102.

States that bi-dialectism is normal and accepted in many countries.

163. Imhoof, M. L. The preparation of language arts teachers for ghetto schools. Viewpoints, 1971, 47, 125-135.

Suggests teachers should learn Black English, the Black family and community structure, the effects of poverty, and peer group relations and learning styles of ghetto children.

164. Jaggar, A. M. Beginning reading: Let's make it a language experience for Black English speakers. In B. E. Cullinan (Ed.), Black dialects and reading. Urbana, Illinois: National Council of Teachers of English, 1974.

Suggests using the language experience approach in teaching beginning reading to Black English-speaking children.

165. Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. The Florida FL Reporter, 1969, 7, 78-80; 154.

States that learning another dialect of English is, in some ways, more difficult than learning another language. States that second language techniques are effective in teaching a second dialect.

166. Johnson, K. R. When should standard English be taught to speakers of nonstandard Negro dialect? Language Learning, 1969, 20, 19-30.

Suggests that standard English should not be taught to Black English-speaking children until adolescence because movitation is much greater then.

167. Johnson, K. R. The influence of nonstandard Negro dialect on reading achievement. The English Record, 1971, 21, 148-155.

Argues for the use of dialect-based beginning reading materials.

168. Johnson, K. R. Should Black children learn standard English? Viewpoints, 1971, 47, 83-102.

Answers the question in the affirmative.

169. Kerslar, E. & Stern, C. Effects of dialect and instructional procedures on children's oral language production and concept acquisition. Urban Education, 1968, 3, 169-176.

States little support for the notion that young children will suffer less of a handicap in their early school years if they are initially taught in a familiar dialect.

170. Kochman, T. Black American speech events and a language program for the classroom. In C. B. Cozden, V. P. John, & D. Hymes (Eds.), Functions of language in the classroom. New York: Teachers College, Columbia University, 1972.

States that an oral language program in any school population should have as its goal the growth and development of the speech ability of the child in his native dialect.

171. Kochman, T. Social factors in the consideration of teaching standard English. In J. S. DeStefano (Ed.), Language, society, and education: A profile of Black English. Belmont, California: Wadsworth Publishing, 1973.

States that oral language programs which attempt to replace nonstandard forms with socially preferred forms do not develop the child's ability to use language beyond what he is already capable of doing. The efficiency quotient of such programs is extremely low.

172. Labov, W. Stages in the acquisition of standard English. In R. W. Shuy (Ed.), Social dialects and language learning. Champaign, Illinois: National Council of Teachers of English, 1964.

States that the ability to perceive the social significance of dialect differences precedes the acquisition of consistent prestiges styles of standard English.

173. Labov, W. The study of nonstandard English. Urbana, Illinois: National Council of Teachers of English, 1970.

States that teachers must make the fundamental distinction between a mistake in reading and a difference in pronunciation.

174. Labov, W. Language in the inner city: Studies in the Black English vernacular. Philadelphia: University of Pennsylvania Press, 1972.

Suggests that the major causes of reading failure of Black, inner-city children are political and cultural conflicts in the

classroom. Dialect differences are important because they are symbols of these conflicts.

175. Labov, W., & Robins, C. A note on the relation of reading failure to peer-group status in urban ghettos. Teachers College Record, 1969, 70, 395-405.

Suggests that the conflict between Black adolescents' street culture and school culture is the major factor in the reading failure of these adolescents.

176. Laffey, J. L. Selected language research and its implications for teaching reading to the disadvantaged. In J. A. Figurel (Ed.), Reading goals for the disadvantaged. Newark, Delaware: International Reading Association, 1970.

Supports the notion that beginning reading materials should be adapted to the linguistic patterns of nonstandard dialect. Transition materials should be used to gradually introduce standard English.

177. Leaverton, L. Dialectal readers: Rationale, use, and value. In J. Laffey, & R. Shuy (Eds.), Language differences: Do they interfere? Newark, Delaware: International Reading Association, 1973.

Points out the problems of doing research on dialect readers because of hostile attitudes encountered among teachers, administrators, and parents.

178. Lefevre, C. A. The nature and history of Black English with special

attention to the teaching of reading. Unpublished manuscript, Temple University, 1974.

States that we need to critically examine the methods of teaching reading used in the schools.

179. Light, R. L. On language arts and minority group children. The Florida FL Reporter, 1969, 7, 5-7.

Suggests that teachers and administrators are ill prepared for the tasks they face.

180. Lin, S. C. Pattern practice in the teaching of standard English to students with a nonstandard dialect. New York: Teachers College, Columbia University, 1965.

Suggests that pattern practice for dialect speakers must take a form quite different from that customarily used in teaching English to speakers of other languages.

181. Malmstrom, J. Teaching linguistically in elementary school. The Florida FL Reporter, 1970, 8, 31; 48.

States that it is unjust and irrational to ask a child to learn to read in any language or dialect but his native one.

182. Malmstrom, J. "Love me or leave me but don't waste the time": Dialects in today's schools. The English Record, 1971, 21, 102-108.

Discusses the use of foreign language teaching methods.

183. Mitchell, Kernan, C. On the status of Black English for native speakers: An assessment of attitudes and values. In C. B. Cazden,

V. P. John, & D. Hymes (Eds.), Functions of language in the classroom. New York: Teachers College, Columbia University, 1972.

Reports that parents universally express the desire that their children speak "good" (=standard) English. The benefits of mastery of "good" English are frequently expressed in terms of employment possibilities and upward mobility.

184. Natalicio, D. S., & Williams, F. What characteristics can "experts" reliably evaluate in the speech of Black and Mexican-American children? TESOL Quarterly, 1972, 6, 121-127.

Discusses a technique to train teachers to recognize and effectively deal with dialect/language differences in minority group children.

185. Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. In J. S. DeStefano (Ed.), Language, society, and education: A profile of Black English. Belmont, California: Wadsworth Publishing, 1973.

Suggests teaching standard English before reading and writing are introduced.

186. Rutherford, W. Teaching reading to children with dialect differences. In J. A. Figurel (Ed.), Reading goals for the disadvantaged. Newark, Delaware: International Reading Association, 1970.

Reviews methods for teaching reading to linguistically different learners.

187. Schneider, M. Use dialect readers? The middle class Black establishment will damn you if you do. The Black children will damn you if you don't. The Florida FL Reporter, 1971, 9, 45-46; 56.

Describes a remedial reading program for Black inner-city children. Feedback from teachers and principals was overwhelmingly positive. However, pressure from some community organizations and individuals led to the discontinuation of the program in the schools where it had been implemented.

188. Shuy, R. W. A linguistic background for developing beginning reading materials for Black children. In J. C. Baratz, & R. W. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Suggests the use of dialect-based readers for beginning reading instruction.

189. Shuy, R. W. Language valuation and literacy. In J. A. Figurel (Ed.), Reading goals for the disadvantaged. Newark, Delaware: International Reading Association, 1970.

Urges a closer relationship of written materials to the various kinds of oral language used by children, on the assumption that a mismatch will prolong or perhaps even prevent the acquisition of reading.

190. Somervill, M. A. Dialect and reading: A review of alternative solutions. Review of Educational Research, 1975, 45, 247-262.

Reviews the suggested alternatives to teaching reading to Black inner-city children.

191. Stewart, W. A. Urban Negro speech: Sociolinguistic factors affecting English teaching. In R. W. Shuy (Ed.), Social dialects and language learning. Champaign, Illinois: National Council of Teachers of English, 1964.

States that interference problem could be dealt with most satisfactorily by use of foreign-language teaching methods.

192. Stewart, W. A. Foreign language teaching methods in quasi-foreign language situations. In W. A. Stewart (Ed.), Non-standard speech and the teaching of English. Washington, D. C.: Center for Applied Linguistics, 1965.

Suggests the use of the teaching English as a second language approach to teach standard English to nonstandard speakers.

193. Stewart, W. A. On the use of Negro dialect in the teaching of reading. In J. C. Baratz, & R. W. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Discusses the need to select a suitable orthography for writing nonstandard English.

194. Stewart, W. A. Current issues in the use of Negro dialect in beginning reading texts. The Florida FL Reporter, 1970, 8, 3-7; 46.

Presents argument in favor of the empirical testing of dialect-based beginning reading materials.

195. Strickland, D. S. Expanding language power of young Black children: A literature approach. In J. A. Figurel (Ed.), Better reading in urban schools. Newark, Delaware: International Reading Association, 1972.

States that the language habits of young children can be altered without the need to denegrate the native dialect by attempting to replace it (consequently lessening the degree of interference).

196. Venezky, R. L. Nonstandard language and reading. Elementary English, 1970, 47, 334-345.

States that although there is not complete agreement on when standard English should be introduced in the educational system, there is agreement that it should be taught.

197. Weiner, M., & Cromer, W. Reading and reading difficulty: A conceptual analyses. Harvard Educational Review, 1967, 37, 620-643.

States that if written materials differ to any great extent from children's language, as in the case of Black English-speaking children, problems can occur in decoding and comprehension.

198. Wolfram, W. A. Sociolinguistic alternatives in teaching reading to nonstandard speakers. Reading Research Quarterly, 1970, 6, 9-33.

Suggests the use of dialect rendering of extant reading materials until dialect-based readers are available for beginning reading instruction.

199. Wolfrom, W. A., & Fasold, R. W. Toward reading materials for speakers of Black English: Three linguistically appropriate passages. In J. C. Baratz, & R. C. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Urges educators to develop and use dialect-based readers for use in beginning reading instruction of Black English-speaking children.

Tests and Black English-speaking children

Numerous researchers have questioned whether many of our commonly used tests and testing procedures are appropriate for use with Black English-speaking children. The finding that numerous tests are culturally and/or linguistically biased has caused researchers and educators to question whether these tests should be used at all with Black English-speaking children. These tests, which have been normed on standard English, seem to overidentify speakers of Black English. In addition, deficits of Black English-speaking children are likely to go undetected because there are only a few assessment devices available that serve as valid measures of Black English-speaking children's functioning.

200. Adler, S. Data gathering: The reliability and validity of test data from culturally different children. Journal of Learning Disabilities, 1973, 6, 429-434.

States that some tests are culturally and linguistically biased.

201. Bartel, N. R., Grill, J. J., & Bryen, D. N. Language characteristics of Black children: Implications for assessment. Journal of School Psychology, 1973, 11, 351-364.

States that the use of available tests with dialect speaking children may result in gross errors in educational placement of these children.

202. Bruch, C. B. Issues in the testing of vocabulary in Black children.

Paper presented at the Harcourt Brace Jovanovich Invitational Test Conference, Knoxville, Tennessee, December, 1974.

States the need to modify standardized instruments with consideration of word usage in various culturally different groups.

203. Bryen, D. N. Special education and the linguistically different child. Exceptional Children, 1974, 40, 589-599.

Discusses the inadequacy of language tests for minority groups.

204. Bryen, D. N. Speech-sound discrimination ability on linguistically unbiased tests. Exceptional Children, 1976, 42, 195-201.

Reports that Black, white, and Puerto Rican children did best on the form of the discrimination task written in their primary language.

205. Clark, A. D., & Richards, C. J. Auditory discrimination among disadvantaged and nondisadvantaged preschool children. Exceptional Children, 1966, 33, 259-262.

Reports that economically disadvantaged children performed significantly more poorly on the Wepman Test of Auditory Discrimination than the economically nondisadvantaged group.

206. Gottesman, R. L. Auditory discrimination ability in Negro dialect-speaking children. Journal of Learning Disabilities, 1972, 5, 94-101.

Reports no significant difference between Black and white children in auditory discrimination on word pairs which could be

commonly differentiated in the speech of all subjects.

207. Grill, J. J. The performance of Black and white children on four experimental language tasks in standard and Black English (Doctoral dissertation, Temple University, 1973). Dissertation Abstracts International, 1974, 34, 6617A. (University Microfilms No. 74-1836).

Presents a test developed to assess auditory comprehension and verbal production of syntactic and morphological features of standard and Black English.

208. Haskins, J., & Butts, H. F. The psychology of Black language. New York: Barnes & Noble, 1973.

Questions the reliability of verbal intelligence tests as true measures of intelligence of Black children.

209. Hunt, B. C. Black dialect and third and fourth graders' performance on the Gray Oral Reading Test. Reading Research Quarterly, 1975, 10, 103-123.

Reports that subjects scored significantly better on a standard English oral reading test when errors attributable to dialect were not counted as errors.

210. Hutchinson, J. O. Reading tests and nonstandard language. Reading Teacher, 1972, 25, 430-437.

Suggests that certain tests contain dialect-prejudiced items.

211. Jorgensen, C. C. IQ tests and their educational supporters. Journal of Social Issues, 1973, 29, 33-40.

Questions the reliability and validity for IQ measures for the culturally different.

212. Kresheck, J. D., & Nicolosi, L. A comparison of Black and white children's scores on the Peabody Picture Vocabulary Test. Language, Speech, and Hearing Services in Schools, 1973, 4, 37-40.

Questions the use of the PPVT for testing Black children's receptive vocabulary.

213. Labov, W. Academic ignorance and Black intelligence. The Atlantic Monthly, 1972, 229 (6), 59-67.

Cites examples of how ignorance on the part of examiners can lead to depressed test performance.

214. Quay, L. Language, dialect, reinforcement and the intelligence-test performance of Negro children. Child Development, 1971, 42, 5-15.

Reports a study which compared the performance of lower-class, Black, pre-school children on the Stanford-Binet administered in standard English and Black English and finds no significant differences in IQ scores.

215. Quay, L. C. Negro dialect and the Binet performance in severely disadvantaged Black four-year olds. Child Development, 1972, 43, 245-250.

Reports comparable results to 1971 study (see #214).

216. Roberts, E. An evaluation of standardized tests as tools for the measurement of language development. Unpublished paper, Language Research Foundation, Cambridge, 1970.

Reports that many tests currently in use are linguistically and culturally biased.

217. Williams, R. L. The silent mugging of the Black community. Psychology Today, 1974, 7 (12), 32; 34; 37; 38; 41; 101.

Questions the reliability and validity of IQ measures for culturally different groups.

JRH/det 7/8/76